

**THE RELATIONSHIP OF POVERTY AND SECONDARY EDUCATION  
ATTAINMENT: A CASE STUDY OF HABASWEIN  
REGION-WAJIR SOUTH DISTRICT  
NORTH EASTERN PROVINCE  
KENYA.**

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**APPROVAL**

This research report has been under my supervision and the student has submitted it for examination with my approval.

SIGNATURE.....

PROFESSOR B. MAKANGA

DATE.....

## **DEDICATION**

This research project is dedicated to my family, my parents, Mum Gudha kahiye, my brothers Ahmed Nadhif and Issa Nadhif and also to my sisters Saladha, Rumana, Hamida, Nasri and Kamila without forgetting all my colleagues, and friends in Kampala International University for giving me an ample opportunity and courage to pursue my first bachelor's degree. They so dearly paid for, in order to make me the way I am today. I wish to them ALLAH'S peace and longevity of days in life.

Thank you!

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## **GLOSSARY OF TERMS USED**

**HIV** - Human Immunodeficiency Virus

**UNDP**- United Nations Development Programme

**UNICEF**- United Nations International Children's Emergency Fund

**Poverty**- Material deprivation

**Village**- Rural dwelling with scattered or nucleated settlement

**Education**-Process of imparting knowledge

**STD**-Sexually transmitted diseases



## ABSTRACT

The study was conducted in Habaswein area. A total of 240 respondents who were drawn from Habaswein residents were selected to participate in the study. The study findings portrayed that the poverty has great impact on education

The investigations during the study revealed that the main cause of poverty was lack of employment and other sources of income. This was depicted by 85% of the respondents who said that education was affected by the economic background of the students to large extent in Habaswein region against 15% who disagreed.

It was found out that the poorer the family was the lesser the opportunity was for the children in that family to get education. This was concluded due to the majority of answers that agreed (88%) as compared to minority (12%) who disagreed.

Due to this fact, it was found that if parents had a better source of income and were enlightened about the importance of education and its relationship with poverty, then education will be supported and the academic standards or performance will be increased. Also this would consequently lift the economic standards of Habaswein area when people learnt to work and sent children to school wholeheartedly.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study.

In the 21<sup>st</sup> century today, the greatest desire for every parent and government is to provide equal opportunities through education to all children. Formerly education was tailored to help the child fit into the economic and social slots quite similar to those of their parents. Later in the 19<sup>th</sup> century when schools were opened to all kinds of children from all social classes, it was discovered that education correlates with the economic success of the society.

For those children who have sound economic bases, education has been affordable and thus accessible. The children from a poor background therefore lack the means to access education that would later give them status, occupation and a sound economic base. Through poverty this becomes a vicious cycle.

The challenge of breaking this vicious poverty cycle into the next better cycle stands at the door step of every family and nation, poverty with its associated risks has been and is still a great impediment to education (Giddens, 2001).

This is the reason why the study on poverty and its impact on education are crucial and its findings must be implemented to enable the child to get education for a free and better life.

#### 1.2 Statement of the Problem.

In the recent past evidence elicited by researchers has shown that accessibility to education by children is to a great extent determined by their socio-economic background. Illiteracy and poor performance at school is closely linked to the family socio economic background. The poor Kenyan is found to be more permissive in raising their children and least interested in formal education.

Poverty has denied most children the equal opportunity to education such that some failed to start schooling while those who started dropped out for lack of financial ability to sustain a sound education. This vicious problem has propagated the social problems of illiteracy, drop-outs, child labor and a much poorer society in Kenya.

### **1.3 Purpose of Study.**

The purpose of this study was to establish the factors that cause poverty in Kenya, impact of poverty on education and likely possible ways of improving education accessibility in Habaswein area, Wajir south District, Kenya.

### **1.4 Specific Objectives.**

The specific objectives of the study were:

- a) To identify the causes of poverty in Habaswein area, Wajir south district
- b) To determine influence of family background on secondary education attainment.
- c) To determine the impact of poverty on education in Habaswein area, Wajir south district.

### **1.5 Research Questions.**

The study was guided by the following Research Questions:

- a) What are the causes of poverty in Habaswein area?
- b) What is the Influence of family background on secondary education attainment?
- c) What are the impacts of poverty on education in Habaswein area?

### **1.6 Significance of Study.**

A lot of studies have been conducted in poverty, education and other social issues, however, this study was deemed to provide a unique perspective by illustrating the relationship between poverty and education. The finding would hopefully benefit a range of people such as education planners, crusaders against poor parenting, educationists, regional planners and other stakeholders in the fight against poverty and illiteracy.

The study might also help other researchers that might carry out their research project on the same area.

### **1.7 Scope of Study.**

The study was conducted in Habaswein area, Wajir south district in the Northeastern region of the Republic of Kenya between February 2010 and March 2011. The research sites included Habaswein Secondary School and Abusalama mixed integrated Secondary School.

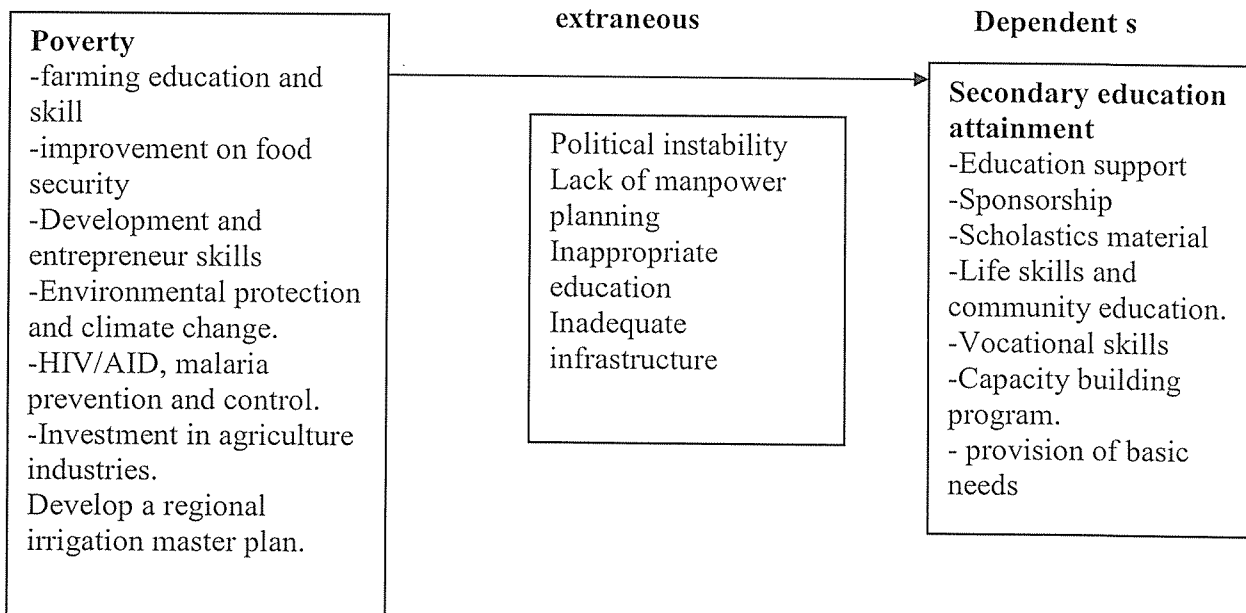
These schools were purposively included in the study because of their proximity and convenience to the researcher's location and accessibility. These schools are located in the poverty stricken Wajir south district and would most likely reflect the aspects of poverty under study. Habaswein area was the source of the main study population.

### 1.8 Limitation of the Study.

Although the researcher would have wanted to conduct the study in the whole of Wajir south District, time and financial constraints limited the study to only Habaswein area. This could limit the applicability of the findings to other areas.

### 1.9 Conceptual frame work

#### Independent variable



## CHAPTER TWO.

### REVIEW OF RELATED LITERATURE.

#### 2.1 Introduction.

The literature review deals with presentation on the aspects pertaining to the objectives of the study. These include; causes of poverty influence of family background on secondary education attainment and the impact of poverty on education.

#### 2.2 Causes of Poverty.

Giddens (2001) gives several meanings of poverty. Absolute poverty is the disability of meeting the basic conditions that must be met in order to sustain a physically healthy existence.

He defines relative poverty as the disability to meet the overall prevailing living standard in a particular way.

Henderson (1991) on the other hand defines poverty as the inability to purchase a bundle of goods (food, clothing, and housing). Relative poverty is defined as the standard below which a certain percentage of the population lives. For poverty, the populations at risk are those who are poorly educated or those who face discrimination or more difficult family problems.

Eitzen (1980) argues that the poor are poor because of some deficiency; either they are biologically inferior or their culture fails them by promoting traits that impede progress in the society. Then he says more that some people are poor because the society has failed to provide equality in education opportunity, institutions discriminate against the minority, and private industry has failed to provide enough jobs and many others. This way, the society is trapped in a condition of poverty.

Several theories have been put forward concerning poverty. Kendal D. (2004) postulated that the poor are poor because they were unfit and poverty is a way of excreting unhealthy, imbecile,

slow, vacillating members of the society. This view lacks support in the scientific society, though.

Andrew H. (1998), says

” The poor continue to be poor because of their cultural inclinations as they try to adapt to their deprived condition. They thus practise permissiveness in rising children are less verbal, fatalistic and less interested in formal education than the “Well to do.” This deviant culture is transmitted from generation to generation”.

Most good jobs require a degree, but poor people cannot afford to send their children to school or colleges. Scholarships are for the best performing students and since most children of the poor do not perform well in school due to lower expectations from teachers and administrators reflected in tracking ability as measured on class biased exams. Low funding for poor performing schools leads to self fulfillment and due to high drop outs, indiscipline and college entrance, and discrimination is justified.

Political economy of society and its capitalistic disposition defines that one gets what he wants by private effort rather than collective need. Therefore employers pay workers lower wages in order to maximize profits and maintaining a surplus of workers to depress wages is more preferable to them. As they make decisions without consulting employees on wages, low wages lead to poverty in the society. The affluent in the society also resist efforts to redistribute their wealth to the poor using political clout increasing their benefits at the expense of the poor and powerless. This makes them poorer perennially (Kendall, 2004).

### **2.3 The influence of family background on secondary education attainment.**

Eitzen (1980) observed that socio economic background has an indirect impact on occupational status and direct impact on secondary educational attainment.

Parents' income and education attainment influences one's educational attainment because parents do use their resources to create a home environment that facilitates well doing in school.

Giddens (2001) noted that education determines the attainment of occupation in one's life time. In a longitudinal research project carried out in the beginning of 1950's students' education background was traced up to the time they took up careers after school and settled as families. Later research revealed that their basic education had an impact on their career choices. Children from more affluent homes had greater ability, higher aspirations and receive more education. Higher ability leads to better grades, rewards their academic work and reinforces aspirations. He continues to say that good academic performance is reinforced by others such as teachers, relatives and parents.

On the other hand the days those children with more educated role models are likely to spend more time on academic pursuits and less time on dating and social activities, and are likely to continue with education beyond college. This leads to higher education attainment and better occupation status and earnings.

Income inequality among families is the main cause of dropout in school before children attain college diploma. This is a very close relationship between the economic status of the family (poverty) and education attainment of their children. Therefore drop out raises risk of the future problems for young people including unemployment and poverty when they become adults (Macionis, 2002).

Poole (1991) describes a relationship existing between poverty and education as a function of persistent poverty into the family background. This is poverty that is transferable from generation after generation, within the same family and keeps it below poverty line in the bracket of those who cannot afford liberating education.

Poole (1991) also links poverty with functional illiteracy from the background of the family. He defines functional illiteracy as the inability to read and write well enough to carry out the daily responsibilities. This impedes job opportunities locking people into low wage jobs, unemployment and poverty.

Sexton (2002) adds that children of low income families get fewer schooling years, live in areas with lower property values and more limited funding bases for education as compared to the more affluent students. The above lead to lower educational attainment among children from the lower income and poverty level families. This tends to perpetuate poverty by making it significantly difficult for these individuals to acquire well paying jobs or more secure economic future.

Enger and Smith (2006) said that in areas where the population growth rate is high especially in less developing world such as Africa, Latin America and Asia poverty and lack of education seems to be interrelated. Poverty contributes to lack of education and lack of education contributes to the continuous cycle of poverty. In these areas people are least educated; they cannot read directions of birth control well and end up having more children.

On review of intergenerational transmission of poverty concludes that children raised in poor families complete fewer years of school, are less likely to attend college and more likely to be poor as adults. Through education people are capable of achieving occupations that earn higher incomes than would be expected based solely on their backgrounds.

#### **2.4 Impact of Poverty on Education.**

Poverty has been said to have great impact on education as exemplified above in the relationship between poverty and education.

Ganie (2000) says poverty is a risk factor for emotional behavior problems. Children who are poor develop such problems than children whose parents are financially stable. Poverty has related risk factors that make the poor people more vulnerable.



The presence of more risk factors increases the chances of more negative outcomes. Similarly strong predictive power has been found in the multiple risk factors for poor school performance and social maladjustment.

Fernate (2003) says that “

The US has discovered that education is the answer to the much poverty related problems such as parents’ absence from home, drug addiction, malnutrition, teenage pregnancy and STDs. Their approach is “discover a social problem and give it a name. go ahead and teach a course designed to remedy it. For instance, alcoholism, teach temperance at school. Venereal disease, develop a social hygiene course.”

Low income for population in many low- income countries has affected the schooling of children. Many students never set their foot in school in poorest nations of Asia, Africa and Latins America. Schooling has been so limited in these countries because of the low income based on Agrarian economies (farming). Parents only pass over information for everyday life and many parents in poor regions need their children to work more than go to school. Countries struggling to feed its people have fewer resources to expand schooling (John Macionis, 2005).

Macionis (2005) continues saying that when poverty prevails gender imbalance persists in a great way because women and girls become the most likely affected than boys and men in attaining literacy.

According to UNDP (1999), a product of poverty is low literacy. This will lead to low quality of life for women, poor nutrition and health care and few working opportunities leading to slow economic development for the whole country. More children are born of illiterate mothers adding to the larger nation’s economic problem. Therefore schooling, social standing of women and economic development are closely related.

Giddens (2001) stipulates that the importance a society gives to education determines how the society views its children. In such society children are viewed as economic assets or liability. It is seen that children do not need to be educated but used to help with daily cores of everyday

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the way the research was conducted. It gives the description of the methods that were used in carrying out the research study. The study was organized under the following sub-sections; research design, research site, population, sampling techniques, research instruments, data collection procedures and data analysis.

#### **3.2 The Research Design.**

The study involved a case study design in which both qualitative and quantitative research techniques were used. The study was concerned with investigation of the relationship of poverty and secondary education attainment in Habaswein area. The researcher used both primary and secondary data. The primary data was obtained using interviews and observations and questionnaires. Secondary data was got from the internet, journals and documentaries.

#### **3.3 Area of study**

The study here mentioned took place in Habaswein area, Habaswein Secondary and Abusalama mixed Integrated Secondary Schools in Wajir South District of the Republic of Kenya. This is Northeastern region of Kenya.

#### **3.4 Population sample and sampling techniques**

The sample population consisted of 240 residents, teachers, students and all the two secondary school in Habaswein area. The study through purposive sampling selected 80 residents, 80 teachers, 80 students and two secondary school basing on the conspicuous poverty related problems. Respondent who included residents, teachers and students were purposively selected. This was aimed at collecting focused data and selecting useful cases only.

### **3.5 Data Collection procedures.**

The study primarily relied on the survey method. In the survey method, questionnaires, interviews and observations are used to gather the responses from the respondents.

#### **3.5.1 Questionnaires**

This is the discussion in written form where by the responses of the participants will be put on the paper provided by the researcher; the questionnaires might be structured or open-ended questions which were personally administered to the chosen sample of the respondent by the researcher. In this case the close ended questionnaires are used where by the responses are provided by the researcher and the participants choose one of them accordingly, for example strongly agree or strongly disagree.

#### **3.5.2 Interviews**

This will involve face to face interactions between the researcher and the participants through discussion. The researcher employed interview schedules that were used to gather information from the residents, teachers and students. The questions were especially formulated in structured form where the responses by the participants are brief and specific to capture information on the personal profiles of the respondents, their occupation and the obstacles and challenges they are facing in educating their children.

#### **3.5.3 Observation**

Observation method was also employed to capture vital non-verbal information such as gestures and reactions from the various respondents. It also gives information about the forms of economic activities, schools infrastructure and facilities and physical appearance of children.

The questionnaire, interviews and observations were the main sources of primary data. Quantitative data was got using the questionnaire while qualitative data was got through interviews and observations. Secondary data was got by reviewing literature related to the study.

### **3.6. Data Analysis and Processing.**

Data was analyzed using qualitative and quantitative techniques hoping to draw in the strength of each other. Descriptive analysis was used to analyze qualitative and quantitative data respectively. The collected data by the questionnaire was edited to eliminate errors and unwanted data. Quantitative data was then being presented in frequencies, percentages, graphs and charts. For the analysis of qualitative data, it involved the description and drawing of conclusions from the emerging issues

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS AND FINDINGS**

**4.1 Introduction**

This chapter analyses data collected from the field based on the research questions proposed on the objectives in the first chapter. The study specifically focused on the effects of poverty on education in Habaswein area, Wajir south District in Kenya.

The research involved presentations, interpretations and analysis of collected primary data. This data has been presented using tables, pie chart and bar graphs to ensure that research bias is removed.

**4.2 The Causes of Poverty in Habaswein area.**

To determine the causes of poverty in Habaswein area respondents were asked the following questions. “What are the causes of poverty in Habaswein area?” This question was directed to the sample of 80 respondents. Respondents were asked several questions to identify the causes of poverty in Habaswein area. Eighty teachers purposively selected from the chosen schools were asked how they rated the students’ economic background. 48 (70%) answered that most of the students were from a poor background, and only 18 (23%) said students hailed from average economic backgrounds. 14 teacher (7%) was not sure. Their responses are as shown below.

**4.1.1 Table showing the economic background of students in Habaswein area**

<b>QUESTION</b>	What is the economic background of students in Habaswein area?			<b>TOTAL</b>
<b>Responses</b>	<b>Average</b>	<b>Poor</b>	<b>Well able</b>	
<b>Respondents</b>	18	48	14	80
<b>Percentage%</b>	23%	70%	7%	100%

Source: interview output from teachers sample in Habaswein schools.

From the above responses it was observed that most respondents 70% concurred that children from Habaswein area come from a poor background as compared to the 23% who thought

that the backgrounds were average and 7% who were not sure.

The teachers were asked whether the family's economic background affects the students' education. Of the 80 teachers 52 (65%) agreed that it affects them to a great extent where as the other 28 (35%) said it did to a small extent. This information was represented in the table and graph below.

**4.1.2 Table showing whether economic background affects education in Habaswein area.**

QUESTION	RESPONSES		TOTAL
	Yes	No	
Does economic background affect the students' education?			
<b>Respondents</b>	52	28	80
<b>Percentage%</b>	65%	35%	100%

Source: interview output from teachers in Habaswein schools.

This is shown by the large number of teacher's responses who agree that the family's economic background affects student's education.

Lack of employment and inadequate financial fund may result into poverty whereby this in turn may lead to the poverty in such a way that individual cannot afford the expenses that they incur during schooling.

Illiteracy leads to the poverty because most illiteracy people suffering consequence from poverty by being not value education to themselves and their generation. This lead to the poverty because most jobs needs literacy for understanding how to undergo certain particular activities.

**4.3 Influence of family background on secondary education attainment.**

The respondents were asked questions to establish the relationship between poverty and education in the following discourse below. The responses to the interview given below tried to

show how poverty is related to secondary education attainment in Habaswein area.

Teachers were asked whether parents' attitude and support towards education was a direct derivative of poverty.

Their responses were represented in the table below.

**4.1.3 Table showing whether parents' support for education is a derivative of poverty impact in Habaswein area.**

QUESTION	RESPONSES			
	Agree	disagree	Not sure	TOTAL
Do parents' support education depending on how rich/poor they are?				
<b>Respondents</b>	30	26	24	80
<b>Percentage%</b>	38%	32%	30%	100%

Source: interview output from teachers' in Habaswein schools.

From the above information 30 (38%) respondents agreed that parents supported and valued education according to their economic status thus a derivative of poverty while 26 (32%) disagreed. Only 24 (30%) were not sure.

The teachers were also asked whether they thought performance of students from affluent families was better and higher as compared to those of poor backgrounds.

Their Responses were recorded in the table below.

**4.1.4 Table showing whether parents’ support for education is a derivative of poverty impact in Habaswein area.**

QUESTION	RESPONSES			
	Agree	disagree	Not sure	TOTAL
Children from rich families perform better than those from poor families.				
<b>Respondents</b>	30	30	20	80
<b>Percentage%</b>	38%	38%	24%	100%

Source: interview output from teachers’ in Habaswein schools.

From the above information it was observed that the teachers were divided on whether students from rich families were better off than those of poor backgrounds. Some 30 (38%) thought poor children were motivated to work and change their situations and so were motivated to work harder while the other 30 (38%) thought said affluent backgrounds provided a better economic support for education and stable behavior, leading to better performance. Only 20 (24%) confessed that they were not sure.

The teachers were lastly asked if most poor parents cling to cultural practices that hinder education of children in Habaswein area. 20 (25%) disagreed with this view while 48 (60%) agreed and only 12 (15%) was non committal.

The table below show their responses

**4.1.5 Table showing whether cultural beliefs impact education in Habaswein area schools.**

QUESTION	RESPONSES			
	Yes	No	Not sure	TOTALS
Cultural beliefs hinder education progress in Habaswein.				
<b>Respondents</b>	48	20	12	80
<b>Percentages</b>	60%	25%	15%	100%

Source: interview output from teachers' in Habaswein schools.

Cultural beliefs contributes a lot in hindrance of education as most respondents agreed.

The above information can also be represented on a graph as shown below.

The respondents from the area were also interviewed concerning the influence of family background on secondary education attainment and the impact of poverty on education. They were asked whether cultural practices, beliefs and attitudes are the main causes of poverty in Habaswein area.

Their responses were tabulated in the table below.



**4.1.6 Table showing whether cultural beliefs impact education in Habaswein area schools.**

QUESTION	RESPONSES			
	Yes	No	Not sure	TOTALS
Cultural beliefs hinder education progress in Habaswein.				
<b>Respondents</b>	48	20	12	80
<b>Percentages</b>	60%	25%	15%	100%

Source: interview output from parents in Habaswein area.

A sample of 80 parents from homesteads were interviewed, 48 (60%) believed that cultural beliefs do have a negative impact on education, 20 (25%) disagreed while 12(15%) was not sure.

The income of family background has strong correlation with secondary education attainment whereby economic status of such particular family can determine the level of education attainment. Those who are rich have a tendency of attaining secondary education due to their family background.

Poverty contributes to the lack of education and lack of attaining secondary education contributes much in the poverty cycle which is very common to many poor family backgrounds. This is very common in the areas whereby people have not educated enough because they cannot read some directions of birth control and therefore ending up having many children from which they cannot afford to enroll in secondary education attainment.

**4.4 Impacts of poverty on education**

The parents were then asked if poor parents spend most of their time thinking how to make ends meet and do not help their children with school work. Most of the parents 72 (90%) agreed with this perspective and only 8 (10%) disagreed.

From the above information, it was observed that parents spent more time trying to get employment to support the family as compared to the time they gave in helping their children to study/revise.

Then parents were asked if poor parents have problems in supporting their children’s education. All the parents 80 (100%) agreed that poor parents get problems trying to support their children’s education due to lack of sufficient finances for fees and upkeep. The information was represented in the table below.

**4.1.7 Table showing whether poor parents get problems to support their children’s education.**

QUESTION	RESPONSES			
	Yes	No	Not sure	TOTALS
Poor parents get problems to support their children’s education.				
<b>Respondents</b>	80	0	0	80
<b>Percentages</b>	100%	0	0	100%

Source: interview output from parents in Habaswein area.

From the above all poor parents get problems in supporting their children’s education.

The parents were also asked if lack of education affects the future employment prospects of children and perpetuates poverty in Habaswein area. 64 (80%) agreed that uneducated children do not get jobs and if they do they end up doing manual jobs as casual laborers, without job security. Other 16 (20%) parents disagreed and thought the family background mattered most. On further interview it was discovered that these parents had good economic backgrounds and were well connected to people in the government who provided financial assistance from time to time.

The above figure shows that many parents agreed that poverty affects the future employment prospects of children; and thus affects the economic prospects of Habaswein area in future.

The parents were also asked whether poverty causes little or no self value and this affects the children’s attitude towards the future. They were also asked whether poverty hinders education progress, and lack of education impedes development in Habaswein area 32 (40%) respondents believed poverty causes low self value and poor attitude towards the future, 32 (40%) thought it did not while 16 (20%) were not sure. Then 75(94%) respondents believed lack of education hinders development and perpetuates poverty in the area. Only 5(6%) respondents thought other factors were responsible for development such as the government, donors and the students’ attitude towards education.

This information was presented in the table as shown below.

**4.1.6 Table showing whether lack of education hinders development and perpetuates poverty in Habaswein area.**

QUESTION	RESPONSES			
	Agree	Disagree	Not sure	TOTALS
Lack of education hinders development and perpetuates poverty in Habaswein area.				
<b>Respondents</b>	32	32	16	80
<b>Percentages</b>	40%	40%	20%	100%

Source: interview output from parents in Habaswein area.

The data above shows that parents were divided whether lack of education hindered development and perpetuated poverty in Habaswein. It was discovered that this is due to the attitude and lack of education to the former generation (parents) that was passed over to them by parents who never valued and did not see the connectivity between education and poverty in Habaswein area. 40% agreed and it was discovered that these were from the relatively educated class. The 40% who were least educated disagreed while 20% were not sure.

Kendal (2004) said that most of the problems facing contemporary world of today are as a result of poverty. Poverty leads to the child labor and abuse as well as some diseases like HIV due to the children engagement in prostitution whereas others in working areas.

Poverty is a risk factor for the social problems such as teenage pregnancy and STD's as well as drug addiction. Most of the poor children are vulnerable to such particular risks factors compared to those who are coming from the family background which are financially stable.

## CHAPTER FIVE

### RECOMMENDATIONS AND CONCLUSIONS.

This chapter presents the recommendations and conclusions related to the study of the impact of poverty on education in Habaswein area. The submissions have been drawn from the findings and analysis made from the study. Poverty was characterized by the economic status of the families in Habaswein, employability and ability to live a normal life above poverty line and to meet basic needs of the family. Education was characterized by performance and excellence in school by students.

Upon the background there is a direct correlation between poverty and education

It was discovered that education is paramount to break the poverty cycle in the families in Habaswein. Education is the key to successful living and a better economic status and it is a tool that any society that is screaming for change, development and progress seeks.

#### **5.1 Conclusion.**

This was a study on the impact of poverty on education in Habaswein area. It was found that poverty affects all spheres of the economic, social and academic lives of the people.

It was further discovered that lack of education leads to lack of qualification for good paying jobs. This consequently results into lack of sufficient funds to be spent on education of children in Habaswein area.

Therefore it can be concluded that a job is a good source of income for educating children, raising the economy of families and improving literacy level in Habaswein area. It was also concluded that education had a great impact on employability and thus an educated community would break the cycle of poverty in Habaswein area and raise the economic status of people.

## **5.2 Recommendations**

The study has shown that poverty directly impacts on educational attainment, with the materially deprived the most affected. In view of the above findings, the following recommendations were made.

The parents should value education and invest in it as a future asset for their children. They should strive to ensure that children complete education and obtain the necessary education qualification. These would enable them to get good jobs that would serve as a source of income. Attitudes towards education should change such that children should be encouraged to obtain holistic education instead of skill oriented education.

It is important to educate parents on the relationship between poverty and education and how lack of education causes poverty from generation to generation. This will improve their perspective of education for children and motivate them to work more to educate their children in order to break the enslaving vicious cycle of poverty.

In order to improve the income level of families it is deemed that the government should be involved, together with other Non Profit Organizations to educate people on how to generate more income, set up developmental and income generating activities in Habaswein area. This will improve their income and therefore economic levels that will in turn be reflected in the education of their children, and hence alleviation of poverty.

Also the government, together with parents should come together and set up more schools, better infrastructure for education in Habaswein area. When education is fully equipped more schools will be established, education levels will rise and poverty will decrease. This will improve the quality of life for all in Habaswein area.

The researcher would recommend that further research be done in such areas as poverty alleviation programs and projects that can be instrumental in alleviating poverty, increasing employability, change of behavior and perspective towards education; and lifting the education standards in Habaswein area. This should be done as a joint effort program by educationists, economic planners in conjunction with the Government of Kenya

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**APPENDICES**

**APPENDIX I**

**TEACHER'S QUESTIONNAIRE.**

Dear respondent,

This questionnaire seeks to gather information on the impact of poverty on the education of children in Habaswein region. The information is for academic purposes and utmost confidentiality will be observed. Please feel free to provide the information.

**SECTION A: PERSONAL INFORMATION**

Fill in the spaces provided.

Gender .....

1. Age .....

2. School .....

**SECTION B.**

Put a sign of × to the appropriate answer of your choice.

1. How do you rate your students' economic background in your school?

Well able

Average

Poor

2. The economic family background affects the students' education?

Yes

No



3. Parent's attitude and support towards education is a direct derivative of poverty?

Yes

No

Not sure

4. The performance of students from affluent families is better and higher as compared to those of poor backgrounds

Agree

Disagree

Not sure

5. Most poor parents cling to cultural practices that hinder education of children in Habaswein region.

Yes

No

Not sure

APPENDIX 11

**RESIDENT’S QUESTIONNAIRE.**

Dear respondent,

This questionnaire seeks to gather information on the impact of poverty on the education in Habaswein region and schools in general. The information is for academic purposes and utmost confidentiality will be observed. Please feel free to provide the information.

**SECTION A: PERSONAL INFORMATION.**

Fill in the spaces provided.

- 1. Gender .....
- 2. Age: 25-35..... 36-45..... 46-55..... 57-64.....
- 3. Occupation .....

**SECTION B**

Put a sign of × to your appropriate answer of your choice.

1. Cultural practices, beliefs and attitudes are the main causes of poverty in Habaswein region.

Yes

No

Not sure

3. Poor parents spend most of their time thinking on how to meet their needs and not help their children with school work.

Yes

No

Not sure

4. Poor parents have problems supporting their children's education?

Yes

No

Not sure

4. Lack of education affects the future employment prospects of children and perpetuates poverty in Habaswein region.

Agree

Disagree

5 With education one can get or create employment and live a better life

Agree

Disagree

Not sure

6 Poverty causes little or no self value and this affects the children's attitude towards the future.

Yes

No

Not sure

7 Poverty hinders education, and lack of education impedes development in Habaswein region.

Yes

No

Not sure

THANK YOU FOR YOUR CONTRIBUTION

## APPENDIX III

### Interview Guide for research.

1. What is the general welfare of the people in Habaswein region?
2. What causes poverty in Habaswein region?
3. What is the state of education in Habaswein region?
4. Is there a relationship between poverty and education?
5. How does poverty impact on education?

## APPENDIX IV

### Observation List.

- Nature of dwellings/settlements.
- Forms of economic activities/sources of income.
- School infrastructure and facilities.
- Physical appearance of children.